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SOCIAL ADJUSTMENT, PERSONALITY AND BEHAVIOUR IN
TRAINING SCHOOLS IN ONTARIO

(An Analysis of This Report)

A Research Essay

Submitted to the Graduate School of Social Work

Waterloo Lutheran University

By

Jerome Caron, B.A.

In partial fulfilment of the requirements for the
Degree of Master of Social Work

April, 1970

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PREFACE

This report was chosen for analysis as we had, while working in the Children's Aid Society worked with wards who were to be sent to training schools or who were discharged, needing foster homes. Experience during our first field placement, at Madame Vanier Children's Services, in London, was also gained, as we daily came in contact with children who could be potentially admitted to training school. The positive response of these children to considerate and fair treatment was very evident in this setting. The social policy implications of this report, in which Dr. Grygier emphasizes the need for fair laws in the area of juvenile delinquency are its highlight, as they are of great importance to social work knowledge and practice.

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CHAPTER I

AN INTRODUCTION TO THE STUDY

This research was carried out under the auspices of the School of Social Work of the University of Toronto, and was conducted by Dr. Tadeusz Grygier, a professor at the University of Toronto, and the Director of Research of the Department of Reform Institutions. The purpose of the research, in studying the adjustment, personality and behavior of boys and girls in the training schools of Ontario, was to find out if certain common needs of these children could be discovered and which could thus be met in changes in social legislation, if this proved necessary. Other objectives, as stated by Dr. Grygier, are as follows:

- "a) the development of improved techniques for the prevention and detection of delinquency at an early stage,
- b) the evaluation of existing treatment procedures not only from the point of view of expense but also of effectiveness and
- c) the development of new treatment procedures

that would produce the most effective results at minimum public expense."¹

This study was carried out by eleven graduate students from the University of Toronto, completing their M.S.W. theses, under the direction of Dr. Grygier. This report summarizes their findings and gives recommendations. The scope of the study extends to all the training schools in Ontario for boys and girls, as well as a treatment centre for young adult offenders. Only one small centre, for transient disturbed girls, was not included. It thus studied the behavior and the needs of 699 boys and young men and 268 girls, as well as 43 male supervisors.

The purpose of this paper is to analyze the methodology, the content and the usefulness of this report. The content of the report itself will first be evaluated, as well as its relevance to present trends. From the methodological point of view, there will be an analysis of the research design, the sampling, the data collection methods, the treatment of the data and the style. The paper will end with an evaluation of the usefulness of the report, stressing mainly its relevance to social work knowledge and practice.

¹T. Grygier, Social Adjustment, Personality and Behavior in Training Schools in Ontario, (1966), p.1.

Before the analysis of these different aspects mentioned in the preceding paragraph, there will be a brief review of the general contents of the report.

Dr. Grygier used tests to evaluate the social adjustment, personality and behavior of the children in training schools. These were known as the sociometric test, evaluating mainly social relationships and the likes and interests test, which is basically a personality evaluation test. There was also a study of available social histories in some of the training schools, as well as a very extensive survey of the literature.

In its contents, this report treats the institutional aspects of the training schools through an evaluation of staff and children. Recommendations are also made in the area of social policy, in order that certain viewpoints which are influencing legislation and public attitudes be altered. There are also recommendations for further research.

In the field of social policy, this research has already had some effects as the new Training School Act of 1965 has been based on some of its recommendations.

The analysis will begin with a study of other researches and articles relevant to Grygier's report.

CHAPTER II

THE TIE-IN OF THE STUDY TO EXISTING KNOWLEDGE AND RESEARCH

Approximately during the time that this research was being undertaken, other programs were in progress and some still are today. In 1965, the Department of Justice published a report on Juvenile Delinquency. A committee was appointed on November 6, 1961 to

"inquire into and report upon the nature and extent of the problem of juvenile delinquency in Canada."²

Some of the recommendations made were similar to Dr. Grygier's attitudes in this report. An example of one of the recommendations made would illustrate this:

"admission or committal to a training school should be possible only in the case of a child or young person committed pursuant to the federal Act, or found,

²Canada, Department of Justice, Juvenile Delinquency in Canada. (Report of the Committee on juvenild delinquency.) (Ottawa: Queen's Printer, 1965.)

under the appropriate provincial legislation, to be "in need of protection or discipline" or "in need of supervision" and not in the case of "neglected" or "dependent" children."³

Dr. Grygier's report, as well as the inquiry by the Department of Justice, began at the same time, in November, 1961. Dr. Grygier's objectives, which were quoted in detail earlier, were exactly the same as the recommendations that were made at the end of the Department of Justice's report.⁴ The similarities in approach and feelings expressed in these two reports is sometimes so close that the only significant difference that one can uncover is the fact that Dr. Grygier, in arriving at some of his conclusions used some form of psychological testing. However, his conclusions were essentially the same as those arrived at in the Justice Department's report.

Some of the provinces were also conducting their own inquiries. On September 27, 1966, a commission was appointed to study the nature, the scope and the causes, preventive measures relating to juvenile delinquency in Alberta. It was also

³Canada, Department of Justice. Juvenile Delinquency in Canada (Report of the Committee on Juvenile Delinquency.) (Ottawa: Queen's Printer, 1965), p. 286

⁴Ibid., p. 273

advised to make recommendations on curbing the problem and rehabilitating juvenile delinquents.⁵ Some of its recommendations were also in line with Dr. Grygier's thinking which is found directly in this report and indirectly in his references:

"In co-operation with other provincial governments this province should immediately press the federal government to replace the present Juvenile Delinquents Act with new legislation covering solely the liability of juveniles at criminal law... The upper age limit for juveniles, male and female, should be set at 17 years, that is one who has not yet reached this age."⁶

In June, 1965, the U.S. President's Committee on Juvenile Delinquency and Youth Crime published a volume on juvenile gangs, based on fifteen papers. Here again, the emphasis was on a more humane approach:

"offer to the gang member more acceptable use and outlet for his talents, feelings and aspirations by effecting some alterations in the social system or in his ability to cope with it. In response to such widened opportunity, presumably the gang member will come to abandon some of his more unacceptable behavior."⁷

In this report, the President's Committee also

⁵ Report of the Alberta Royal Commission on Juvenile Delinquency (Edmonton, 1967), Appendix A.

⁶ Ibid., p. 57.

⁷ G. Geis, Juvenile Gangs, President's Committee on Juvenile Delinquency and Youth Crime, June, 1965 (Washington, D.C: U.S. Government Printing Office) p. 9.

felt that the reasons the police give for being "brutal" are sometimes difficult to believe and support.

Similar findings were arrived at in other countries. Investigations were made in delinquency and parental pathology in England. It was found that delinquents did not receive as much attention from their parents, particularly their fathers. As a result of this poor communication between parents and children, these children were found to react more aggressively to stress, less able to have constructive social relationships, as they were not corrected by their parents in the first stages of their delinquency.⁸

Thus, in the early part of the 1960's, there was a trend towards more research for prevention purposes. The general attitude could have been summarized by the popular slogan: "an ounce of prevention is worth a pound of cure." However, there was also a moderating influence expressed by some people about the direction toward which the research should be aimed, indicating an objective approach to the problem as well:

"In school, one may conclude that much can be learned about causes of delinquency from attempts at early identification, but that such programs are not now a

⁸R.G. Andry, Delinquency and Parental Pathology (London: Methuen, 1960)

practical approach to delinquency control...
Efforts to control delinquency do not
have to depend on early identification."⁹

The article also stressed a scientific understanding of the causes for the different types of delinquency. Thus basically the decade of the 1960's was oriented to research and not to what one might call indiscriminate research, done simply for the sake of research, but organized, scientific research, which would either prove or disprove some of the prevailing attitudes of the times on the problem of juvenile delinquency.

The formulation of the problem will now be evaluated. In this section, there will also be a survey of general trends of the 1960's indicating some of the prevailing attitudes.

⁹J. Toby, "Early Identification and Intensive Treatment of Predelinquents: A Negative View," Social Worker, VI (1961), 13.

CHAPTER III

THE SELECTION AND FORMULATION OF THE RESEARCH PROBLEM

A. The Problem Formulation

Before going into the actual analysis of Dr. Grygier's problem-formulation, it would be appropriate to review some of the criteria necessary for this aspect of the research to be well organized.

A problem must be identified before it is formulated. This begins with a "felt difficulty."¹⁰ A period of thought and discussion is then necessary for clarification purposes. If the problem is felt to be worthy of research, it must then be formulated.

If the problem is to be formulated properly, three conditions are necessary:

- "(a) The hypotheses relevant to the choices or decisions to be made are specified;
- The assumptions accepted for purposes of the investigation are stated and
- (c) The major concepts to be used are explicated."¹¹

¹⁰N.A. Polanski, ed., Social Work Research (Chicago; University of Chicago Press, 1966), p. 27.

¹¹Ibid., p. 34.

It is not necessary for these to be in order or for each to be stressed to an equal degree.

In this research report, there is no clear problem formulation at the beginning. Hypotheses are found throughout the report but none are seen in the introduction. Objectives are stated clearly, however, as has been explained previously, and it is possible to "read between the lines" to see that there are implied problems in these, such as that there is no way to prevent and detect delinquency at an early stage, and to find out how effective the present treatment is.

This lack of clarity in the statement of the problem formulation has major drawbacks. As has been indicated above, problems are implied, not clarified. Hypotheses and assumptions are to be found throughout the paper and not at the beginning, adding an element of obscurity to the report, as one does not know when a problem will suddenly arise in reading the report. This, to a point, seems to give this report a lack of unity. The fact remains that basically the report is a combination of the knowledge gathered from many theses and outside references but if all these had been arranged in such a way that they could have been seen more clearly as means to find out about a certain general problem or problems at the beginning, better organization would have been the result.

The problems that are stated as hypotheses as such in the report have to do with certain specific aspects or problems of juvenile delinquency, training schools, parental deprivation. For example, when Dr. Grygier wants to find out about the effects of cohesiveness, he entitles this "problem", which he states as follows:

"If training schools are not single communities of staff and children, but rather communities of children coexisting with the separate social entities of staff, it is important to know whether internal cohesiveness of children's groups fosters or hinders their rehabilitation."¹²

He then states a hypothesis:

"On the basis of existing scientific literature it was hypothesized that the less the children accept staff values, the more cohesive they would be as a group."¹³

A hypothesis stated in such a fashion has many strengths, as when one is doing research, one can chance upon unexpected problems. However, more unity would have resulted if there had been some fundamental hypotheses, stated at the beginning, to which this "sub-hypothesis" could have been linked.

Basically, then the problem formulation process is very weak in this research and would be

¹²T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 23.

¹³Ibid., p. 24.

almost non-existent if some problems were not implied in the stated purposes. Much strength would have been gained if the problems and hypotheses to be researched had been stated at the beginning.

Some of the problems investigated in this study, however, were very appropriate and relevant to the times. The study took place in the years 1961-66. At this time, the Ontario training schools were still being administered under the Training Schools Act of 1939, and one of the concepts, namely "delinquency" was a very general term. More will be said on this later. For now, it will be sufficient to say that the term "delinquent" also has negative connotations attached to it and if a person is so described, he tends to think and act in this way. There was also a tendency to stress punishment as a form of rehabilitation. Mailloux describes the problem as stemming from the family and then from society itself:

"From early childhood, many anxious parents never give an order... without a threat of punishment... This leaves him to understand that by his nature, he is prone to disobey."¹⁴

He feels that this leads the child to believe that he is basically a worthless human being and that consequently

¹⁴N. Mailloux, "Genese et signification de la conduite antisociale", Canadian Journal of Corrections, IV (1962), p. 107.

he reacts negatively in society, which in turn re-enforces his belief:

"The ones after the others, parents, teachers, employers and magistrates punish and humiliate him under the pretext that a being as despicable as he is deserves only this."¹⁵

The Training Schools Act of 1939 also had some negative approaches to the problem of juvenile delinquency, particularly when the rights of these children are examined. They could be admitted, under an order of the Minister of Reform Institutions, to a training school. This procedure avoided the use of a court which had the power to commit a child, thus robbing him of his constitutional rights.

The term "delinquency" will now be defined in greater detail under the Juvenile Delinquents Act of Canada - 1908.

"This Act makes the violation of any law by a child "an offense to be known as a delinquency." Included in this definition is the violation of any local by-law or ordinance, such as a curfew. This section also defines a juvenile delinquent as a child "who is guilty of sexual immorality or any similar form of vice, or who is liable by reason of any other act to be committed to an industrial school or juvenile reformatory under the provisions of any Dominion or Provincial statute."¹⁶

¹⁵N. Mailloux, "Genese et signification de la conduite antisociale," Canadian Journal of Corrections, IV (1962), p. 108

¹⁶J.P. Felstiner, "Admission by Application to Ontario Training Schools" M.S.W. Thesis, University of Toronto, 1961, p. 2.

From this, it is possible to see, that the negative term "delinquent" characterizes children committing offenses as well as those showing signs of deeper emotional disturbance. During the 1960's, however, this attitude was changing, as evidenced by some writings. The trend was toward a more humane treatment of these children and toward better classification of mental disturbances, so that if a child committed an offense because he was insecure and wanted love, he would not immediately be labelled as a "delinquent." The article of Mailloux has already been cited as an example of this new trend. Other writers who approached this subject found that the humane approach was more effective. In an article in Salem, Massachesetts, which studied Protestant Ministers' personality and attitudes toward juvenile delinquency the author arrived at the following findings:

"The minister who possesses supportive tendencies is likely to be more effective in working with youth offenders than the minister who has authoritarian tendencies."¹⁷

G. Van Looy, in an article in a Belgian journal, speaks about the legal attitudes in that country, showing that delinquents who showed signs of abnormality

¹⁷W.E. Alberts, "Personality and Attitudes Toward Juvenile Delinquency. A Study of Protestant Ministers." Journal of Social Psychology, LX (1963), p. 82

could not be tried in court. The article also stressed a need for crime prevention therapeutic measures.¹⁸ Lord Kilbrandon stressed that in Britain, children in care and delinquents were often grouped together and felt that this should not be so. He also called for police involvement with the children, stressing kind treatment on the part of the police.¹⁹ This is a problem which is also relevant in Ontario, as many of these children are involved with the police and one wonders how they are treated. There is also a tendency for many children who are wards of the children's aid societies to be placed in training schools and the Training Schools Act of 1939 made special mention of this:

"The Minister may, at any time, order that a boy or girl- (a) who has been made a ward of the Children's Aid Society under the provisions of The Children's Protection Act ... is in need of the training and discipline offered by a training school shall be admitted to a training school."²⁰

¹⁸ G. Van Looy, "Troubles mentaux et delinquance," Acta Neurologica et Psychiatrica Belgica, LIX (1959).

¹⁹ L. Kilbrandon, "Children in Trouble", British Journal of Criminology, VI (1966),

²⁰ Ontario, The Training Schools Act, (1939), sec. 10.

Section 7 also classifies some of the children who may be brought to court:

"Any person may bring before a judge any boy or girl apparently under the age of sixteen years who, - (a) is found begging or receiving alms ... (b) is found wandering and has not any home... (c) is found destitute, either being an orphan or having a surviving parent who is undergoing imprisonment."²¹

These classifications seemed to imply that the children falling under them were delinquent as they could be brought to a judge under the Training Schools Act. However, begging, wandering, or being destitute and having one's parents in prison are not really indications that one is a delinquent and consequently needs training school.

Dr. Grygier was thus not the only person interested in a more humane approach to delinquency at this time. The research was carried on at a time when much concern was being shown in this area, as we have seen in other reports, and the fact that some changes in social policy legislation have already taken place as a result of the findings of the study add further evidence as to its appropriateness.

"The recommendations, supported by a world-wide survey of juvenile delinquency

²¹ Ontario, The Training Schools Act, (1939), sec. 7.

legislation carried out by the author ... have been implemented in Ontario in the new Training Schools Act ... which embodies a completely new set of principles based on this research."²²

Dr. Grygier thus felt that there were problems in the general area of humane treatment and classifications of delinquent children and useful recommendations came forth. However, this was not stated at the beginning of the paper as a problem and for purposes of better organization, much would have been gained had this been done.

B. The Hypotheses.

This study contains hypotheses to be tested. However, as explained in the previous section, there is no clear statement of a problem-formulation in the beginning and some of the major drawbacks of this have already been discussed. The hypotheses are to be found in relation to these different "sub-problems" which were investigated in the report. Thus, the criticisms which were made on Dr. Grygier's approach to the problem-formulation of this report would also apply to his statement of hypotheses, mainly due to

²²T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 43.

the fact that there are none to be investigated in the beginning of the report.

The hypotheses which are stated, however, will now be analyzed in their relationship to the specific problems to which they are referring. The term "hypothesis" will be defined, and criteria for "good" hypotheses will be explained and the hypotheses of the study will then be evaluated on the basis of these criteria.

"A hypothesis is a conjecture regarding the relationship among specified phenomena which is not asserted "to be true." The purpose of the investigation is to determine its credibility. A hypothesis is never completely proved. On the other hand, it is rarely completely disproved."²³

Polanski also gives some criteria which determine the "quality" of a hypothesis:

"A good hypothesis is one that is meaningfully connected to the solutions possible. Such hypotheses can be formulated only if one has a thorough grasp of the specific situation of both theoretical and empirical knowledge relevant to it ... The hypotheses should provide the answer to the problem which generated the inquiry."²⁴

The main hypotheses of the study will now

²³N.A. Polanski, ed., Social Work Research, (Chicago: University of Chicago Press, 1966), p. 37.

²⁴Ibid., p. 41.

be evaluated. Again, it is necessary to emphasize that these deal with specific aspects of the research and not with it in general.

The main hypotheses of the study dealt with internal features of the training schools and not with outside influences. As an example, previous findings had indicated that "children treat their supervisors as part of an organization rather than a community."²⁵ From this problem, the following hypothesis was derived:

" ... children regard each other as a part of the same community but view their supervisors as a part of the school organization ..."²⁶

The testing indicated that the training school is not a community but a social hybrid.

As indicated above, the hypothesis did provide the answer to the problem generating the inquiry. Theoretically, it thus meets the criterion of a "good" hypothesis. It is related to one aspect of a problem found in training schools: staff-children relationships. Basically, it is thus very pertinent to this research and useful findings came out of its testing.

The statement of this hypothesis, however, is

²⁵ T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 22.

²⁶ Ibid.

weak, mainly due to the fact that it does not clearly clearly stand out in the report. Under the subheading "hypothesis", Dr. Grygier explained the problem:

"This suggests that the children treat their supervisors as a part of an organization rather than a community. She (D. Perrin) also found that children's choices of their supervisors were indeed impersonal, utilitarian, realistic and specialized."²⁷

This is not a statement of a hypothesis but it does indicate areas to be researched. Dr. Grygier then formulates his hypothesis as follows:

"In order to test the proposition that children regard each other as a part of the same community but view their supervisors as a part of the school organization, the results of the sociometric tests given ... "²⁸

This statement is not under the sub-heading "hypothesis", but under the following sub-heading which is: "The method of testing the hypothesis outlined; results."²⁹

This lack of clarity in the statement of the hypothesis gives one the impression that Dr. Grygier did not attach much importance to it, when in fact, important findings came out from testing the basic

²⁷ T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966) p. 22.

²⁸ Ibid.

²⁹ Ibid.

ideas which comprised it. The second formulation of the hypothesis is adequate. However, it is difficult to really establish, because of the fact that this statement is not entitled "hypothesis" whether or not it is really a hypothesis. It is thus necessary to review this entire section to really find out where the real statement of the hypothesis is.

This is not a general weakness, however. Some of the other hypotheses of the study, relating to some of its specific aspects, are stated clearly and are easily found. One of these has already been mentioned previously, in the problem-formulation. dealing with the issue of cohesiveness:

"On the basis of the existing scientific literature it was hypothesized that the less the children accept staff values the more cohesive they would be as a group."²⁹

This hypothesis meets Polanski's criteria very adequately. It is meaningfully connected to the solutions possible, as the issue of cohesiveness is researched on the basis of acceptance of staff values, and the statement can either be proved or disproved. The hypothesis was also stated on the basis of past experience in the training schools, where the issue of

²⁹T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 24.

cohesiveness among the children is a problem to the staff, particularly if it impairs the progress of treatment. The references, used by Dr. Grygier, however, were the main basis on which the hypothesis was stated and it thus meets Polanski's criteria of the statement of the hypothesis on the basis of theoretical and empirical knowledge.

One of the main weaknesses of this report, however, is the number of problems which were defined, not as hypotheses, but as simply problems to be researched. In other words, there are not enough stated hypotheses in the study. Some of the problems which were investigated in this way are parental deprivation, how personality affects the nature of offenses, the effects of institutionalization, age and sex as variables in delinquency. For example, the effects of institutionalization were investigated on the basis of a currently held opinion:

"Although all institutions for juvenile delinquents have a therapeutic aim and it is generally assumed that these children should leave these institutions in a better frame of mind than they were on arrival, there is also a view that this aim is rarely achieved... many investigators have noticed the serious personality inadequacies of children confined to institutions and described them as the effects of the institutionalization."³⁰

³⁰ T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 31.

Research failed to either prove or disprove this commonly held belief:

"... it is impossible to say what is the effect of institutionalization, if any."³¹

Perhaps the reason for this failure is in the statement of the problem, which could have been formulated in the form of a hypothesis such as:

"The longer a child remains in an institution, the more insecure he will become."

Such a hypothesis would not deal with all the issues involved in the effects of institutionalization. However, it would deal with certain aspects of the personality and other hypotheses, dealing with other aspects of the personality such as aggressiveness, hostility, could also be stated, as it seems that, in this case, it is impossible to formulate a hypothesis dealing with the relationship of institutionalization with all aspects of the personality. It would thus be possible to approach the problem by sections instead of as an entire unit.

There are thus strengths and weaknesses in Dr. Grygier's formulation of hypotheses. The main point in favor of the hypotheses that were stated, is that they

³¹T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 33.

were formulated clearly and were very pertinent to the problems to be investigated. They were also either clearly proved, or disproved. In the case where no conclusions could be arrived at, this was also stated clearly. However, Dr. Grygier used a multi-problem approach to this report and perhaps more information could have been gathered if he had formulated more hypotheses to conduct research in these various areas.

C. The Variables.

Many variables are present in this study. Before these are evaluated, however, the term "variable" will be defined and the approach to the analysis will then be explained.

"Any one defined way of classifying all subjects in a population into two or more mutually exclusive subcategories is referred to in statistical usage as a variable."³²

A good example of such a variable would be sex, which would divide a given population.

It is necessary, in research, to be aware of the variables one is working with. Certain variables are the effect of a phenomenon. These are known as dependent variables. Others may cause a specific

³²N.A. Polanski, ed., Social Work Research (Chicago: University of Chicago Press, 1966), p. 76.

phenomenon to happen and are known as independent variables.

The approach which will be taken in the analysis of the variables of this report is as follows: they will be defined, first of all, and their clarity and appropriateness to the research will then be evaluated.

The variables of age and sex will be analyzed first of all.

Age was combined with another variable, in order to find out their relationship. For example, in the section in which recidivism is discussed, age, as a variable, was combined with treatment potential. In this case it was concluded that if treatment is started when the boy is young, its chances for success are greater. No conclusions were arrived at for girls, as Dr. Grygier said it was impossible. Age in this case is an independent variable, with treatment potential as a dependent variable. Age would therefore be an operational term, as only children of training school age were included, limits thus being established. Age as a variable is also stated very clearly. However, it could have been examined in its relationship to other variables, such as types of crimes committed by certain age groups, for example, the kinds of crimes committed by certain age groups, for example, the kinds of crime a ten-year old boy would commit as opposed to

a boy who is fifteen years old. Paternal deprivation was examined in the light of younger age groups. Age could, in this case also have been examined as a variable in the light of paternal deprivation in later years; on the types of crimes committed.

Sex is also a very important variable, which was studied extensively. Boys and girls were tested and much literature was surveyed on both sexes. This is an independent variable, as many aspects of crime, treatment, background, are dependent on it. It is operational as well.

Dr. Grygier tested this variable combining it with many others, such as paternal deprivation, for example, to find out the effects of this on boys as well as girls. Types of crimes committed by boys and girls were examined thoroughly and reasons for their differences were explained, based on data, literature, and in some cases, records. Thus, in this case, sex as a variable was very extensively tested and even if conclusions were not always arrived at in some cases, Dr. Grygier made suggestions as to where research should start in these areas.

The two variables of age and sex are undoubtedly very appropriate to this research as young boys and girls comprise the training school population. The variable of sex in particular was tested very thoroughly

through combination with other variables, and Dr. Grygier's efforts in this area are commendable.

Dr. Grygier also made an extensive study of variables having to do with the psychological attributes of children in training schools. These are relevant to the research as they have to be known for treatment purposes and for purposes of prevention. They can also indicate reasons as to why these children come to training school in the first place. Examples of some of the dependent variables which were examined would be in the section dealing with girls.³³ The main ones are: crimes committed, promiscuity, homosexuality in the training school, in other words behavior which would be termed as unacceptable. These are dependent variables because Dr. Grygier looked for causes for these problems. In this case the independent variables were arrived at after research was done on them. Basically, the main causes for the above problems, according to the report, are insecurity, an inadequate personality in some instances, and in the case of girls particularly, great need for affection.

These variables are thus relevant to the research. In this case, Dr. Grygier, approaches the problem in a

³³ T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 35.

different way. He begins by explaining that he wants to examine the nature of female delinquency and then looks at some of the behavioral aspects which have already been mentioned, and searches for causes. In this case, we know exactly what Dr. Grygier is looking for and even if he does not state this in a variable form he arrives with conclusions and suggestions at the end:

"Girls ... are more disturbed than male offenders."³⁴

He also suggests on the same page that any expansion of training schools should be in the form of small units.

Thus, in this case, Dr. Grygier used a dependent variable, such as promiscuity, for example, and tried to relate it to an independent or causal variable. There is much to say in favor of this approach. It may be necessary, in fact, to do extensive research to find an independent variable but this permits the formulation of further hypotheses to be researched. This gives the study a dynamic flavor.

As a conclusion on this section, Dr. Grygier's treatment of the major variables is very worthwhile. They were defined clearly and researched extensively, mainly in operational terms, for the purposes of this

³⁴T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966) p. 56.

report. The minor weakness which was noted in relation to the "age" variable is not really sufficient to cause much concern over the general worthwhile approach to this aspect of the research.

CHAPTER IV

THE RESEARCH METHODOLOGY

A. The Research Design

As the statement of the research design is rather unclear in this report, it would thus be necessary to briefly review its purpose. In a few words, it is as follows: develop improved techniques for the prevention and detection of delinquency at an early stage, evaluate existing treatment, develop new treatment in order to find out if changes in social policy legislation are needed.

There is no mention, at the beginning of the report, of the type of design which is to be used. However, after describing his tests, Dr. Grygier qualifies it as pre-evaluative.³⁵ He says this is the reason for the indirect tools of evaluation. Again, however, he does not describe how it is that the tests are an indirect tool of evaluation, unless by this he means

³⁵ T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 15.

that the ideas obtained in the references were already an evaluation of the treatment methods existing in different parts of the world and that these ideas were the basis on which to evaluate the existing treatment in Ontario Training Schools.

It is thus very difficult to evaluate precisely the choice of a research design in this report, as Dr. Grygier mentions that it is pre-evaluative and one might wonder as to the types of techniques that are supposedly used in this form of design.

Dr. Grygier explains this as follows: he mentions that the study was not evaluative, as it would require an experimental design which is more rigid, implying that:

"there would have to be a controlled variation in a number of aspects of training school organization and structure. Alternatively, children sent to the training schools would have to be mixed in various ways in a predetermined fashion."³⁶

This explanation, however, does not explain what Dr. Grygier is pre-evaluating, as he mentioned in the introduction that he wished to evaluate the existing treatment procedures, adding to the confusion on his choice of terms for describing his design.

There is evidence, however, that the formulative-exploratory design should have been used in this

³⁶T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 14.

research. Dr. Grygier seemed to be basically interested in some form of evaluation. When one reads the title "Social Adjustment, Personality and Behavior in Training Schools in Ontario," the immediate thought that comes to mind is that Grygier wished to gain more familiarity with these three aspects, as this is a research project he is conducting. Furthermore, the fact that the design was qualified as "pre-evaluative" adds weight to this as it is necessary to become familiar with a problem before evaluating it. Some of the aspects with which Dr. Grygier wanted to become familiar are the staff-children relationships, as well as the peer relationships of the children.

In order to become familiar with certain aspects of any research problem, exploration is needed. The formulative-exploratory design lends itself very adequately to exploration and pre-evaluation. There is much evidence that this design was used even if it is not stated as such. The objectives of such a design are, as stated by Polanski:

"Here, the objective is the identification of sound questions, promising concepts and preliminary hypotheses in a field which as yet has limited development and therefore, is not prepared to test complex, abstract hypotheses ... It is

regarded from the very beginning as preliminary to another study in which its findings will be carried a step further."³⁷

This quotation by Polanski is in line with Dr. Grygier's objectives. He began by wanting to find out more about training schools, as is indicated in the title. At the end, certain suggestions are made for further research, as well as an explanation of the meaning of some of the "experiences" gained while the research was being conducted. Dr. Grygier implies, for example, that the Likes and Interests Test can be used for further research, that there should be international studies of socio-cultural phenomena.³⁸ He also suggests other areas which could be researched:

"There has been no adequate research to determine whether juvenile court proceedings have positive value for a child's behavior problems ... So judges, and lawmakers proceed on assumptions alone, not testing them against the hard data of empirical research."³⁹

The formulative-exploratory design also allows, by its very nature, the use of the technique known as "the survey of the literature." Dr. Grygier, in his report, used a total of ninety-eight references. Through

³⁷ N.A. Polanski, ed., Social Work Research (Chicago: University of Chicago Press, 1966), p. 51.

³⁸ T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 63.

³⁹ Ibid., p. 66.

this means, he found out what was already known about the problems. This covered many areas, such as training schools in Britain and Scandinavia, the legal approach to delinquency in Israel, the structure of prisons, psychological studies of adult inmates, etc ... Ongoing research was also used in the project, and the results of the work of eleven M.S.W. candidates were included in it.

Thus, if one wishes to do pre-evaluative research, one needs a design to suit this purpose. Dr. Grygier used the basic ideas on which the formulative-exploratory design is based. However, he failed to state this clearly. Thus a suggestion in this area would be that, after having stated his purpose and formulated his problem, Dr. Grygier could have explained his design, describing it as "formulative-exploratory. The way in which this was approached can be questioned, as Dr. Grygier, after mentioning the purposes of the research, explained the techniques and then the purposes of these techniques. The reliability of the measures used were then explained and conclusions were made regarding the research design, which was, at this point, described as pre-evaluative. This gives the impression that the tests and the students' projects were given priority over the research design, as their reliability and validity is explained more clearly than the design

itself. Furthermore, a clearer explanation of the design would have necessitated less explanation of the reliability and validity of the tests, as a statement as to how they were tied in with the design would then have sufficed.

In summary, a clearer explanation of the research design would have been desirable. The use of the technical term, "formulative-exploratory" to describe the design would have been preferable to "pre-evaluative", as evidence points out to the fact that this design was used. The term "pre-evaluative" could have been stated in the purposes of the research rather than as a descriptive term to qualify the design. The relationship of the different data collection methods to the basic design would then have been easier to define.

B. The Sampling

In this section, Dr. Grygier's approach to the problem of sampling will be evaluated. The term "sample" will be defined, and Dr. Grygier's sampling process will then be described and evaluated.

Polanski defines "sample" as follows:

"A sample of the population can be defined as a subgroup selected from the population but including less than the total number of subjects in the population."⁴⁰

⁴⁰N.A. Polanski, ed., Social Work Research (Chicago: University of Chicago Press, 1966), p. 77.

This definition applies in this case. Every training school was surveyed, with the exception of a small centre for disturbed girls with a transient population. However, not every child was included in the sampling. The total, however was 699 boys and young men and 268 girls.

The main purpose of sampling is to make research possible. It would be almost impossible to do research on very large populations, if there were, included in the research, many characteristics to be thoroughly investigated, unless the financial situation permits it and time is of no importance. Thus, it is very important to choose a sample of a particular population which will yield results which are representative of that population.

Dr. Grygier's sampling method will now be explained in more detail.

The following statements are only approximations, as the sampling method is not explained clearly. Altogether, 967 children were tested over a period of three years. However, in 1963-64, 651 children were given the sociometric test. At this time, one can judge that there were approximately 1275 children in the Ontario training schools as there were, 1265 in December

1963.⁴¹ Thus, approximately one-half of the children was tested, which is quite an impressive sample.

The strengths and weaknesses of Dr. Grygier's sampling procedure will now be analyzed, beginning with the latter aspect.

The main weaknesses are to be found in some of the sampling techniques, and in the explanation of the sampling, as one is forced to make approximations. For example, in Appendix A, Dr. Grygier gives the total number of children who received the sociometric test in the various schools. However, he doesn't mention the number of boys who were in the schools at the time of the tests. Let us take St. John's Training School as an example. In 1963-64, there were sixty-seven boys who received the sociometric test, but one doesn't know how many boys were in the school at the time and there is no mention of the time of year the boys were tested. The use of the vague term "1963-64" also makes this impossible to find, for if one goes to other sources to obtain this information, it is not given in such terms, as monthly reports are given. As an example, in December, 1963, there were 182 boys in St. John's⁴² and sixty-seven received the sociometric test. This could have been

⁴¹Training Schools, Dominion Bureau of Statistics, 1964 (Ottawa; Queen's Printer, 1967) p. 33.

⁴²Ibid., p. 34

indicated in the Appendix.

The proportion of children tested also varied greatly from school to school. For example, approximately one-third of the boys were tested in St. John's on that particular test and in Guelph, at the time, there were thirty-eight boys,⁴³ and twenty-eight received the sociometric test, approximately two-thirds of the school population.

In order for the results of the sociometric test to be valid, one criterion had to be met: the boys had to know each other. The fact that each school was not equally represented in the sampling could tend to give biased results. As, in this case, the population was not extremely large, it would perhaps have been possible for one-half of the children to be tested, thus making for a uniform sample in all schools.

In four of the schools, Dr. Grygier tested the children whose social histories were available. In every school where these were available 100 per cent of the boys whose histories he obtained were tested. However, as has been mentioned previously, one does not know the percentage of children tested because the population figures are impossible to get from statistics when it is simply stated that they were tested in "1963-64."

⁴³Training Schools, Dominion Bureau of Statistics, 1964 (Ottawa: Queen's Printer, 1967), p. 34.

One also wonders why, in certain schools, only children whose social histories were available were tested. In other words, one presumes that in certain schools, these are not available, as Dr. Grygier simply states the number of children receiving the various tests. This is a weakness, as it may tend to obscure the analysis of the data. On the other hand, this could have been avoided had he simply tested a certain proportion of boys who knew each other from each school, without taking the social histories in consideration. He could have obtained this sample from the school authorities as they knew the boys. In other words, the value of the use of social histories is questionable if it isn't going to be constant.

The staff was also included in the testing. As we are still dealing with the weaknesses of Dr. Grygier's sampling methods, these will be mentioned briefly. Again, the main weakness is the lack of constancy. The staff was given a personality test in two schools only. Furthermore, Dr. Grygier failed to include staff working in girls' training schools. He makes many recommendations on the personality and the sex of the staff members who should be working with girls, and this makes one wonder as to whether the information for these recommendations was based only on personality

tests given to the girls and the survey of the literature. Substance would have been added to these recommendations had the staff in these schools been given personality tests as well.

It is also very difficult to make generalizations on the personalities of staff simply by testing the members of two out of the eleven schools. The reason for this is not explained, but it tends to give biased results. Thus, Dr. Grygier's conclusions on the staff would have been more valid if a sample had been obtained from each school, as different schools serve different geographical areas, and perhaps different cultures, thus perhaps resulting in children with different interests, requiring staff members with different orientations.

There are major strengths in this method of sampling, however. A large proportion of children were indeed tested, approximately three-fourths of them, if one surveys the Dominion Bureau of Statistics, over a three-year period. Thus, if the testing indicates certain common characteristics, these are very meaningful because of the large number of children tested, as many aspects of the training school population, particularly in the areas of behavior, personality and social adjustment were studied extensively.

Another strength in this method of sampling lies in the inclusion of the staff. There were certain weaknesses to this, which were explained previously. However, the idea is basically very sound, as conclusions can be derived on the personalities of the most efficient staff members. One must, nevertheless, avoid to make generalizations, as has been stated previously, unless they apply to the specific schools in which the staff members were tested.

As a conclusion to this section, it would be necessary to add that one should not dispute the validity of the results arrived at in this research because of the sampling technique. Even if inconsistent, it included a sufficient number of children to make the results noteworthy indeed.

C. The Data Collection Methods

Data was collected in a variety of ways in this research. The boys and the girls and also the staff's social adjustment, personality and behavior were studied and data thus had to be gathered along these lines.

The various means of data collection will be described briefly in this section. They will then be evaluated as to their reliability and validity.

The principal data collection method in this research was the use of written tests, namely the Likes

and Interests Test, devised to test the personality and the sociometric test, devised basically to test social relations.

Data was also collected through the examination of existing records, namely social histories. Related to this means of data collection is Dr. Grygier's very extensive survey of the literature, including ninety-eight references.

These data collection methods will now be evaluated. In order for these methods to be meaningful, they have to be valid and reliable. The two terms "reliability" and "validity" will be explained briefly and the data collection methods will be analyzed from this viewpoint.

"If research is to satisfy the requirement of objectivity, measures and procedures must be reliable; i.e., repeated measures with the same instrument on a given sample of data should yield similar results."⁴⁴

The same author defines "validity" as follows:

"Validity is usually defined as the extent to which an instrument is measuring what it is intended to measure."⁴⁵

The first method which was mentioned was the use of written tests. The Likes and Interests Test is

⁴⁴O.R. Holsti, Content Analysis for the Social Sciences and Humanities (Don Mills, Ont: Addison Wesley, Publishing Co., 1969), p. 135.

⁴⁵Ibid., p. 142.

a form of projective technique. It is not included in the report but Dr. Grygier describes it as being comprised of 204 items, arranged so as to stimulate the subject's imagination. He says that it

"... differs from the usual projective techniques in that the record reflects not so much the projections made during the testing procedure as those already made in response to stimuli encountered in everyday life."⁴⁶

The reliability and validity of this test will now be evaluated. Dr. Grygier's statements on it will be taken for granted. He says that three groups of children were retested to check the validity and reliability of the tests at the end of three months and another group of especially hard to manage children was retested at the end of a year. He claims that the Likes and Interests Test on individual results is useless for individual assessment of young children below fifteen but had been previously proven reliable with "normal" children and stable adults.⁴⁷ However, he says that, based on group results, it is a valuable tool for personality research.⁴⁸

The reliability and validity of this test cannot

⁴⁶T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 7.

⁴⁷Ibid., p. 17.

⁴⁸Ibid., p. 12.

be questioned, if it is to be used with "normal" people. However, as it had previously proven useless with children below fifteen, one wonders as to the extent it was used in this setting as a substantial proportion of children in training schools are below that age level. This is not explained clearly enough in the Appendix. Furthermore, certain aspects of the test, according to Dr. Grygier, must be approached with caution. Examples of these personality aspects are passivity, emotional independence, and verbal aggressiveness. The usefulness of this test cannot be questioned, However, its usefulness proved to be limited in a training school setting and one wonders if a different test could perhaps have been used to test the personality. This also seems to add weight to the earlier contention that the tests were given priority over other aspects of the research, namely the design.

The sociometric test was also administered to the children. Basically, its purpose was to test the social relationship of the children and it is included in Appendix D. It is a very simple test, easily understood by the children. It has an emotional basis, as the children are asked to evaluate other children on their feelings of like and dislike toward them. The validity of the answers cannot be questioned. Furthermore, in retesting, it was found that the scores changed.

This happened if group organization and function changed. This fact does not make the test unreliable but adds to its reliability, as it gives very important indications of the influence of group composition.

Data was also collected through the examination of existing case records, namely social histories. Some of the children who were included in the testing had an available social history. However, this was not the case in seven out of the eleven schools.

There are advantages and disadvantages to examining case histories as a source of data. Some of its advantages are as follows: it offers economy. In addition:

"much information of this sort is collected periodically, thus making possible the establishment of trends over time. Another is that the gathering of information is being sought, as does the use of questionnaires, interviews, projective techniques and, frequently, observations."⁴⁹

There are certain guidelines which one, however, must adhere to in using this form of data. He must "be familiar with the better known sources of of such data."⁵⁰ The researcher must also be aware of some of the dangers of using records. Frequently, the

⁴⁹C. Selltiz, et al. Research Methods in Social Relations (New York: Holt Rinehart and Winston, 1967), p. 316

⁵⁰Ibid., p. 317.

definitions used in available material do not coincide with those to be used for research.

"In view of such differences, the use of available records may be more misleading than enlightening unless the precise definition ... is known."⁵¹

The information found in histories is not always accurate:

"... the information from whom the original collecting agency drew the information may not have been willing or able to provide it ...

Occasionally, it is possible to correct available records in the light of what is known about the methods by which they have been gathered. More often, this is not possible. In any case, the proper qualifications of such data when used for research purposes can be made only if the social scientist is aware of the possible errors inherent in the particular method employed."⁵²

Dr. Grygier makes very little mention of the use of this method and does not mention that any significant findings were arrived at through this means. In one instance, however, he mentions his feelings on this means in a very brief form:

"Even if we accepted file data as facts, it is probable that the frequency of paternal

⁵¹C. Selltitz, et al. Research Methods in Social Relations (New York: Holt, Rinehart and Winston, 1967), p. 322.

⁵²Ibid. p. 323.

deprivation exceeds that of maternal deprivation..."⁵³

Dr. Grygier thus accepted the information in the social histories as facts, if we accept his statement. However, there is no mention as to safeguards which were used to avoid bias in the interpretation or if his research definitions correlated with the definition in the social histories.

As a conclusion to this section, it will suffice to say that Dr. Grygier's honesty in evaluating the reliability and validity of his tests is commendable. He was objective in pointing out the strengths and defects of both of these tests, and from his statements, one wonders if another test could have been given to study the personality of the training school children, which would have been suitable for all of them. There is no doubt that much valuable information was gathered in the study of social histories but more validity would have been added to the reliability of this method had Dr. Grygier explained the safeguards he used to prevent biased interpretation. The same criticism in this case can also apply to Dr. Grygier's very complete survey of the literature.

⁵³T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 27.

D. The Treatment of the Data

In this section, there will be a study of the methods used by Dr. Grygier to organize his data. Both qualitative and quantitative methods are used. The main advantage in treating data qualitatively is that the researcher is able to describe in sentence form the organization of his data. This is of great assistance to the inexperienced reader who does not understand tables and graphs. However, it is not enough for the researcher who might want to use the study to design one of his own and use some forms of tables to organize his data. The advantage of treating quantitatively is that much information can be combined on very little space through the use of tables and graphs.

Dr. Grygier treats his data qualitatively in the instructions he gives to his research students and in his conclusions. Tables are used for the quantitative treatment of the data. This latter aspect will be studied first.

In total there are three tables in the research report itself. These tables are located within easy reach of the reader and they deal with the test-retest reliability coefficients of the tests. They will be found on p.p. 10, 12, 13.

The Appendix contains other tables and instruments dealing with more technical aspects of the report. In

Appendix A, the author describes the tests given in the various schools, the data available at the beginning of the testing in each school, the number of boys and staff tested in each school, as well as the various tests given to both groups. Appendix J. shows how the sociometric scores and the behavior ratings are intercorrelated.

These tables are very well organized, and the results are explained briefly in understandable terms afterwards as to their general significance. This makes the conclusions more easily understandable. However, some of the technical terms used in the tables are not always explained clearly, giving the illusion of a discrepancy, as it is easy to understand the conclusions but not the tables. An experienced researcher would understand them thoroughly but a basic understanding by the average reader would have been beneficial in this case as well. For example in Table I, entitled "Test-retest reliability coefficients of the Likes and Interests Test after a 3-month interval in some training school group and the standardized sample",⁵⁴ there is a coefficient for each aspect of the personality that is measured. An illustration would be that the lack of insight has a coefficient of .29 with young,

⁵⁴T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 10.

immature girls, which is rather low. However, the average reader does not understand the meaning of these numbers and the table is thus meaningless to him.

The qualitative aspects of Dr. Grygier's treatment of the data are mostly to be found in the Appendix. Appendices B and C consist of a reading schedule for the analysis of file data. Appendix B is a list of instructions given to the research assistants on how to organize the data. This is explained in considerable detail. Appendix C is entitled "Final list of subject variables" and its main purpose is to summarize all the data on each child, as briefly as possible, for filing purposes.

This aspect of data treatment has strengths and weaknesses. It gives the average reader, who is not acquainted with research an opportunity to see how the data was organized in table form. Appendix B particularly, the section on instruction, is explained clearly, with considerable detail, giving the basis on which data was arranged in a more workable form. This clear explanation of instructions is interesting and gives the tables in the study better clarity from a researcher's point of view. However, more clarity could be added and this will now be explained.

The main weakness in this section comes from the fact that it is incomplete in some aspects. The final treatment of data, when completed, is still very

technical and there is no form included in the report, indicating how the data on each individual child was finally organized. It would have been interesting if some form of outline had been devised so that it would have been possible to see individual results in a clearer way. It would not have been necessary to cite individual results, but if a form, applying to each individual child had been devised, indications as to how Dr. Grygier arrived at his group results would have been clearer.

As a conclusion, impressions will be summarized and suggestions will be given on improvements which could be made. The treatment of data in this research is well organized and the conclusions are very clear, for the experienced researcher. The main conclusions arrived at can also be grasped rather clearly by the ordinary reader. However, there are important social policy implications in the report, and usually, politicians are involved to a great extent in the enacting of social policy legislation. The tables in the report could be used by politicians to good advantage. However, they have to be understood in order for this to be done and most members of parliament are not acquainted with the technical terms of research. If the meaning of some of these technical terms was explained in terms which the average reader could understand, such as the term coefficient, for example, a member of parliament would

be in a position to quote them authoritatively. More will be said on the social policy implications of this research in the last section.

E. The Style of the Report

The aspects of the style of this report that will be considered here for analysis are the writing style itself, the organization and the clarity of tables and graphs. Before this is done, however, there will be a description of the criteria that should be considered in each of the above-mentioned aspects.

The writing style itself should be clear and accurate. One should stress:

"... the value of simplicity and correct grammatical structure. A common fault is pretentiousness ... there is no good reason for consistently using four-syllable words instead of one-syllable words with essentially the same meaning."⁵⁵

There should also be adherence to grammatical rules so that the meaning one tries to convey does not become ambiguous.

The organization of the material is also of utmost importance. The reader's understanding is greatly helped if in the introduction, there is a plan

⁵⁵C. Selltitz, et al. Research Methods in Social Relations (New York: Holt, Rinehart and Winston, 1967), p. 452.

which gives

"the reader a clear idea of what to expect in the remainder of the report. It need not give a full listing of all subsequent sections ... "56

A plan can also be stated in outline form.

However, one must also remember to adhere to the plan throughout the report in order to maintain organization.

Tables and graphs should also be clearly labeled, as sometimes it is difficult for a reader to understand these, particularly if the reader has had little experience in such matters. If the tables are unclear, a reader may be tempted to avoid them, thus making them valueless.

In this report, the basic style itself is very clear and easy to understand. Dr. Grygier's use of English is commendable. If there are terms which he presumes the average reader will not understand, he explains them. For example, the words "Gemeinschaft" and "Gesellschaft" are defined clearly on p. 21 as they re-occur throughout the report whenever Dr. Grygier describes social relations in communities and organizations.

One can sense a clear honesty about this style.

⁵⁶N.A. Polanski, ed., Social Work Research (Chicago: University of Chicago Press, 1966), p. 191.

Dr. Grygier does not seem to wish to conceal anything from the reader. If there is an issue about which he is not certain, he mentions it. If he sees limitations in his approach, this is explained as well. For example, when he is explaining the implications for the use of the Likes and Interests Test, he mentions that while it can

"be used in clinical practice with delinquent children, caution is indicated, especially with regard to some scales (Wp, Om, Ov, Ah, Ac, Ai, and Pn). It is, however, a reliable tool for personality research, based on group findings."⁵⁷

Dr. Grygier is also very honest about his findings. He admits that there is much subjective judgment in his report, that data represents observations, not necessarily reality. In other words, if he is trying to lead the reader along a certain line of thought, he is honest with him in telling him that this is what he wants to do:

"all conclusions drawn from research data involve an opinion of the investigator on their value and meaning."⁵⁸

This honesty in the style is definitely a strong point

⁵⁷T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 12.

⁵⁸Ibid., p. 41.

and the reader tends to respect what Dr. Grygier states.

The author, however, has a tendency to be repetitious, particularly on the points he wishes to stress. Sometimes this tends to distract the reader and valuable points are not really understood. It is necessary to read the report over more than once in order to get its general meaning, and one gets the feeling that Dr. Grygier could have shortened this considerably. As an illustration of this, Dr. Grygier is constantly stressing, throughout the report, that the term "delinquency" should be done away with or at least redefined more clearly.

The organization of this report will now be analyzed. Dr. Grygier organized the report in an outline form at the beginning, giving a title to each section and subsection. For example, Section V "Conclusions from actual data is then subdivided into (1) Preamble (2) Agreement on Standards of behavior (a) Summary of results of this study (b) Other studies (c) Apparent conflict of evidence discussed (3) Studies of the social system (a) Problem (b) hypothesis (c) the method of testing the hypothesis outlined; results."

There is much to be said for this approach. For example, if a reader wishes to find out about "other studies", he has a general idea where to look for this.

However, this would have been greatly facilitated if perhaps Dr. Grygier had put the page number in brackets, next to each section, thus saving the reader time in finding sections. It would have also been helpful if some of the terms in the outline had been explained briefly. For example, the term "hypothesis" explains very little and it would have clarified the issue if Dr. Grygier had mentioned that the hypothesis had to do with the relationship between the children and the supervisors. This could have been stated in such terms as:

"Hypothesis - relationship between children and supervisors."

There are also many tables, descriptions of tests, instructions given to researchers, all in a very complete form. A few weaknesses are to be found here, however, and these were previously explained. Examples of tables will be listed here very briefly, however.

Table I is entitled: "test-retest reliability coefficients of the Likes and Interests Test after a 3-month interval in some training school groups and the standardization sample."⁵⁹ For the readers who might not understand the meaning of the table, it is explained

⁵⁹T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 10.

in simpler terms. Also, for the benefit of the reader, there are different appendices in the back. For example, Appendix A lists the training schools studied, as well as the tests which were administered. Appendix B is a list of instructions given to the students giving the tests. This is really a help to the reader as all of this can be tied in to the report itself.

Basically, the style of the report has many strengths. Improvements, however, could be made through less repetition in the report itself, as well as better clarification of the outline, and some aspects of the tables, for the benefit of the average reader.

CHAPTER V

A SUMMARY OF THE CONCLUSIONS

In order for the conclusions of a research to be valid, they have to follow from the data which was collected. Thus, conclusions which are not based on this criterion would be of no value as the honesty of the researcher would be in doubt. The conclusions arrived at from the analysis of file data and the testing will be evaluated.

One of the methods Dr. Grygier used to collect data was the study of material already available on individual children in some of the training school files. There is very little mention by the author on the usefulness of this method and it is explained clearly in arriving at only one main conclusion in the report, that of parental deprivation. A great contribution would have been made if Dr. Grygier had explained in more detail some of the general trends which were found in reading through the background history.

The conclusions arrived at on parental

deprivation, based on social histories, is explained relatively well:

"According to our file data, a disturbed mother-child relation or a separation from the mother hardly ever occurred without accompanying pathology in father-child relations, paternal pathology did sometimes occur alone."⁶⁰

Thus, in this case, there seems to be a close relationship between the information which was found in the files and in the conclusions which were arrived at. However, the statement is made in a rather general way and clarification would have resulted if Dr. Grygier had given a brief example, maintaining the anonymity of the child concerned, of an individual social history to illustrate his point. This could then have been tied in with the afore-mentioned general statement.

In this section, however, Dr. Grygier is very honest with the reader. He warns against personal bias which could influence interpretation and conclusions.

"These findings do not prove that the role of the father necessarily outweighs that of the mother: our data are based, as are all scientific data, not on facts but merely on observations, and in this case a bias favouring the mothers and blaming the fathers cannot be excluded."⁶¹

⁶⁰T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 27.

⁶¹Ibid., p. 27.

However, the conclusions in this section are related very closely to the data, which was collected and, even if Dr. Grygier's personal biases are taken into account, they can be accepted as quite valid.

The use of tests was Dr. Grygier's main way of collecting data on each individual child. This is where some of the main conclusions were arrived at, and in order to be valid, these have to follow from the data. The technical aspects of the conclusions will be analyzed first.

One of Dr. Grygier's purposes, in analyzing the data, was to find out if the tests were reliable. In this sense we may say that the conclusions flowed from the data and were closely related to it. Dr. Grygier was very honest in stating where the tests could and could not be used, how different individuals would respond. Thus, in a technical sense, the conclusions are clear and follow from the data very adequately. However, one must remember that their validity depends on the validity of the data collection methods.

Evaluation of the conclusions derived from the tests

The conclusions arrived at from the actual data will now be analyzed and evaluated. They are explained very briefly in the report. However, they are stated clearly.

The first conclusion arrived at from the data

deals with standards of behavior:

"... a training school in Ontario tends to be a therapeutic social system in which the standards of behaviour imposed by the staff are reinforced by the attitudes of the pupils themselves."⁶²

This is then explained in greater detail. Dr. Grygier cites some of the results in one of the girls' houses as an illustration and then goes into detail as to how classification and grouping of children in undesirable terms can produce negative results, as it accentuates the child's problem even further.

The first conclusion, dealing with the therapeutic aspect of the training school system is related to the nature of the testing itself and is closely related to the data which was gathered. The staff was given the sociometric test, as well as the children in order to find out if their values were basically similar and the conclusion in this case is simply a statement that they were. This test had previously been proven valid, making these conclusions valid as well.

The second conclusion having to do with classification of children in undesirable terms is more obscure, as it is based on the results of one of the girls' houses, which was turned into a special treatment

⁶²T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 19.

centre for disciplinary problems. In other words, the girls with the most undesirable characteristics were grouped together and Dr. Grygier felt that this was not therapeutic. However, he seems to contradict himself to a certain extent in a later section of the report, entitled: "How to treat "unmanageable" children."⁶³ In this section, he indicates that the "balanced group method" of placing unstable with more stable children would not work for the benefit of the "unmanageable" children as it would lead to more rejection:

"According to our findings, unmanageable children would remain maladjusted and rejected in such situations; they need small units and intensive care."⁶⁴

Dr. Grygier seems very intent on proving that classifying children in undesirable terms is psychologically harmful. Basically, this need not be repeated to the extent it is in this report. One wonders if trying to prove this by using grouping as an example is appropriate. The danger of placing a first offender with a group of recidivists is well known and will not be elaborated. In this case we can assume that the training schools had no choice but to group these girls together as their behavior characteristics were

⁶³T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 55.

⁶⁴Ibid.

similar and they were unmanageable in their original setting. Dr. Grygier states that:

"any classification or allocation strengthens the characteristic on which the grouping is based."⁶⁵

The author does not mention here that in this circumstance one can't help but classify. One must agree with him that it is not necessary to give undesirable terms to children but he does not state the term which classified this group and one thus wonders as to the validity of the way this conclusion was arrived at. This type of grouping was inevitable in this case and the issue of grouping seemingly was used by Dr. Grygier to prove that qualifying children with undesirable terms is psychologically harmful.

Other conclusions in the report deal with some of the internal and structural problems encountered, due to the nature of the training school itself. These will now be evaluated. The two conclusions which will be evaluated deal with the effects of cohesiveness in the training school and the effects of institutionalization.

Effects of cohesiveness

On this issue, data was gathered through the testing of staff and children:

⁶⁵T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 19.

"Generally speaking the data indicate that small schools, or at least, small units within a larger school, create favourable conditions for a social system that is internally cohesive and capable of assimilating the standards of behaviour, imposed by training school staff."⁶⁶

This conclusion is stated very clearly, is related very closely to the type of data which was collected and when, in a later section, Dr. Grygier makes recommendations as to the type of training school needed, these recommendations are substantiated on a fairly sound basis. One must remember that the validity of the conclusions depends on the validity of the data collection methods and as the conclusion was derived mainly from the sociometric test, it can be accepted as being valid and reliable.

Effects of institutionalization

The problem is stated as follows:

"Although all institutions for juvenile delinquents have a therapeutic aim, it is generally assumed that children should leave these institutions in a better frame of mind than they were on arrival, there is also a view that this aim is rarely achieved."⁶⁷

In order to find out about the problems, Dr. Grygier compared the results of the tests done by

⁶⁶T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), pp. 25-26.

⁶⁷Ibid., p. 31.

done by children who had spent a longer time (over one year) in institutions with those of children with a shorter history in training schools. One of the tests which was used, measuring the personality, had doubtful reliability and validity while the sociometric test's value in this case was fairly well established. However, the sociometric test indicated clearly which children were more or less accepted by others. The conclusion is stated as follows:

"Taking both sexes together, the data appear to show that children detained in institutions for longer periods are relatively more inadequate, unimaginative and constricted; that though they suppress their impulses, their conformity is superficial and they are prone to emotional outbursts, and they are particularly handicapped in playing the social roles which are expected of their own sex."⁶⁸

The conclusion in this case is clear and closely related to the type of data collected, even if the value of the data obtained from the personality test can be questioned.

This conclusion, even if valid, is of doubtful value, as these characteristics of delinquent children were already known. Dr. Grygier admitted that he did not arrive at real conclusions in this matter, basing this on the following question which the data failed to

⁶⁸ T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), pp. 32-33.

answer:

"Are their shortcomings the result of institutionalization or are they the reason for their prolonged detention?"⁶⁹

Dr. Grygier also arrived at conclusions on girls and devotes a considerable section of the report to this.

Girls

Conclusions, in this case, were arrived at from the testing and are thus reliable, if one takes in the limitations of the personality test into consideration. Basically, the conclusions on the psychological characteristics of the girls are that they are more disturbed than boys, having been committed for behavior which indicated a severe lack of security.

As a conclusion to this section, it will suffice to say that Dr. Grygier's conclusions are quite acceptable indeed, even if we take the limitations of the personality test into account, as they follow clearly from the results of the data. However, there is too much subjective feeling expressed on the author's part when he is dealing with the definition of the terms, as this seems to have an emotional component attached to it. This makes this particular conclusion seem as if it was

⁶⁹T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 33.

included to suit his purpose. The fact that this feeling is shared by most people in social work helps in making it a conclusion which has little impact, as it is not a new idea. Dr. Grygier could have used the findings of his research to suggest appropriate terms to qualify children in training schools. Positive suggestions to replace terms which are of negative value would have been very appropriate at this point.

CHAPTER VI

THE IMPLICATIONS OF THE RESEARCH FOR SOCIAL WORK KNOWLEDGE

The implications of this research for social work knowledge would mainly be found in the conclusions which were arrived at by Dr. Grygier. Some of these need to be studied in greater detail. They deal with the nature of pathology, Dr. Grygier's suggestions for further research will also be evaluated as to their value for social work knowledge.

The nature of pathology

Some of Dr. Grygier's findings have to do with the nature of pathology. He mentions that a child sent to a training school because of "unmanageability" is more disturbed than the child sent for a specific offense.⁷⁰ Related to this is his call to define terms more accurately, such as the term "delinquency", for

⁷⁰T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 31.

example. He also states that if labels are to be derogatory, they should be completely avoided.⁷¹

Dr. Grygier's conclusions as to the causes of pathology are also interesting, mainly in the area of parental deprivation. The nature of girls' pathology, as contrasted to boys'⁷² will also be discussed in greater detail.

Dr. Grygier's conclusion that a child who is unmanageable is more disturbed than an offender will now be evaluated as to its value for social work knowledge. Both types of children are extremely difficult to treat. Unmanageable children, however, are the more difficult but children who commit offenses are the ones most likely to attract public attention and thus they are often the ones towards whom treatment is focused. Cameron's statement about juvenile delinquents cannot be taken as a generalization on this group but would apply in the majority of cases:

"The juvenile delinquent is often the understandable product of his social environment. He may have passionate stable loyalties towards other members of his group or gang, which itself may be the source of the delinquent's antisocial behavior."⁷³

⁷¹T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 44.

⁷²Ibid., p. 56.

⁷³N. Cameron, Personality Development and Psychopathology (Boston: Houghton Mifflin Co., 1963), pp. 657-58.

Cameron thus implies here that juvenile delinquents are capable of social relationships. Dr. Grygier implies that unmanageable children are not, because of their basic insecurity and consequently, they are the ones always being rejected by their peers, parents, which in turn accentuates their disturbance. This is also a very valuable contribution to social work theory, as it changes the focus of treatment, directing it to the sources of the insecurity rather than the behavior which is the result.

Dr. Grygier's emphasis on the elimination of unfavorable derogatory terms is also interesting from the point of view that social work theory might have to be changed in this area. In psychiatric and social work literature, these terms are always being tossed around. Most people have an idea as to their meaning but in itself the term "delinquent" for example, while immediately giving negative implications, is in itself so general that it may characterize many types of disturbances. Other terms such as "inadequate personality", "sex deviate", "unstable personality", also have negative connotations and most social workers know their meaning. It would perhaps be useful to change these terms to have more positive meaning to them, thus changing both the worker and client outlook on pathology. However, this would mean that psychiatric and

social work theory would have to be drastically altered for this to take place.

Dr. Grygier also suggests that some of the basic causes of pathology will have to be questioned. Theory so far stresses maternal deprivation as a basic cause of mental disturbance. However, Dr. Grygier's findings imply that paternal deprivation is a more important cause. This is a rather new theory. Dr. Grygier was not the first one to bring it forth as many of his references dealt with this subject. However, it is an interesting theory which should be taken seriously, researched further and which could bring much additional knowledge to social work theory.

Dr. Grygier also made an extensive study on female pathology.

"Some of the personality test data analyzed in this project, as well as previous research on adult offenders... suggest that girls and particularly adult women, are more disturbed than male offenders. This is understandable: what is rare (and thus statistically abnormal) in human behaviour is often psychologically abnormal too. Female delinquency and criminality are relatively rare and it stands to reason that those women who commit offences are not only atypical of their sex, but show mental pathology, that compels them to break the law,...⁷⁴

Most of the theory in the area of criminality has

⁷⁴T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 56.

to do mainly with male offenders, as they are the more numerous. However, most of the girls placed in training schools were sent for sexual promiscuity. These offenses were not due to the fact that the girls really wanted sexual relations, but that they rather wanted affection, thus showing much insecurity on their part, as they were willing to commit this type of offence to get affection. This also suggests that girls react more strongly to lack of affection than do boys. This conclusion has thus added much valuable information to social work theory. However, more research would have to be conducted into it for additional knowledge.

Suggestions for further research

At the end of the report, Dr. Grygier made suggestions as to further research. He begins by discussing research methodology as such and offers an alternative plan:

"Instead of scratching at the surface of one major problem, independent researches should be designed that they can be fitted into a larger pattern."⁷⁵

This will be discussed in greater detail below.

Dr. Grygier also suggests that since there are indications that there are differences in outlook by Canadian and English boys, this indicates the need for

⁷⁵T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 62

international studies of socio-cultural phenomena.

Dr. Grygier's last suggestion is of particular importance. He feels that there should be:

"adequate research to determine whether juvenile court proceedings have positive value for a child's behaviour problems."⁷⁶

These suggestions will now be evaluated. Dr. Grygier's feeling that independent researches should be designed so they can fit into a larger pattern has positive aspects to it. It means that more information can be obtained and integrated. However, the value of integrated research is to be questioned as independent researches often come up with different conclusions, as they give more opportunity for individual initiative and permit more objectivity as the researcher does not have to arrange the format of his research to suit a larger design. Nevertheless, the suggestion is of value as long as individual initiative is not only permitted, but greatly encouraged.

Dr. Grygier also suggested more research into the area of international socio-cultural differences. The practicality of this is to be questioned, as there is not that much money available for research purposes and this would be a very expensive undertaking. However,

⁷⁶T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 66.

this could perhaps be modified somewhat, to study socio-cultural differences in delinquency among various groups in Ontario or Canada, which would be more feasible. This suggestion, however, has relevance to the findings of the study as Dr. Grygier had previously conducted research in England and found significant differences in outlook. This is not a suggestion that was made without adequate backing.

Dr. Grygier's last suggestion, in which he states that there should be adequate research to determine whether juvenile court proceedings have positive value for a child's behavior problems is of particular significance, as it is definitely tied in with some of his findings. In the research report, there was some mention made about the lack of differentiation given to different forms of pathology by the court and

"the fact that he (the child) frequently resents the lack of a proper judicial procedure or a court decision that condemns him for his unfortunate circumstances... The evidence showing the detrimental effect of classifying people in unfavourable terms especially if such classification implies official condemnation of a person rather than the act he has committed, argues against the type of legal labelling accepted in North America's juvenile courts..."⁷⁷

This suggestion, as to the basic revision of

⁷⁷T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 42.

court attitudes is thus further explained in his section on research, where he suggests that more studies should be undertaken in the area, thus tying in the finding and the suggestion very adequately.

The report thus has important implications for social work knowledge and theory, mainly due to the suggestions, based on the findings, which showed much sensitivity on Dr. Grygier's part. The report showed a humane approach to the problem of juvenile delinquency and this approach could be and should be used by every social worker.

CHAPTER VII

THE IMPLICATIONS OF THE RESEARCH FOR SOCIAL WORK PRACTICE

Various aspects of this report will be considered as to their value for social work practice. The tests which were administered will be analyzed from this viewpoint. Some of the findings, such as the types of institutions suggested because of their greater efficiency in treatment, the effects of negative labelling and Dr. Grygier's suggestions as to alternative approaches to family casework will also be discussed, as to their value for social work practice. The social policy implications of the report will also be considered in this section. Most of this is tied in closely with social work knowledge, which has already been discussed.

The tests which were given basically have made contributions to practice if we accept Dr. Grygier's evaluation of them, which are subjective but very honest.

The Likes and Interests Test

"can be used in clinical practice with delinquent children, caution is indicated ... It is, however, a reliable tool for personality research, based on group findings."⁷⁸

Social workers are often involved in clinical settings where they may have to administer tests or perhaps analyze them. A knowledge of the strengths and weaknesses of various tests is essential in these cases and if, for example, one knows that the Likes and Interests Test is capable of clarifying certain aspects of the personality of a patient over fifteen with whom one is working one is at an advantage. Dr. Grygier indicates the aspects of the tests which are unreliable in working with delinquent children, thus permitting the test to be used objectively.

The sociometric test, designed basically to test acceptance and rejection of children by their group members is of indirect value to social work practice. It showed that children in training schools are relatively tolerant of both the favorites and those most disliked. The test is also a means of indirectly finding out if an individual is accepted or rejected by others. If the indications are that one, for example is consistently

⁷⁸T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 12.

rejected by others, signs of emotional disturbance may be discovered, as sometimes an individual would not be objective in describing his social relationships and in these cases the best way to find out about these relationships would be through the reactions of others. Having this information could then be a basis on which to start treatment of the disturbed individual.

It has been known for very long in social work practice that one can find out about a client's social relationships through the accounts of others. The sociometric test is useful in that it measures these reactions and that through testing, it is possible to find out the reactions of more people, as well as adding an element of confidentiality to these reactions. However, it must be emphasized that such testing can only be used in institutional settings, with a group of people and this test would thus be of value to social work practice in such settings.

Another aspect which must be taken into consideration here is the fact that these tests were administered by student social workers completing their M.S.W. theses. They were helpful in disproving Miss Perrin's original hypothesis that:

"within the training school setting the aggressive (acting-out) delinquent boy tends to identify with the non-authoritarian

supervisory staff member (male) and the dependent delinquent boy tends to identify with the authoritarian staff member."⁷⁹

Thus social workers have already had experience in their use.

Social workers often find themselves in settings which are inadequate for treatment. Sometimes their caseload may be overwhelming, sometimes they find themselves at a loss in helping the client population because the staff with whom they are working simply cannot cope with an overwhelming number of client population. The buildings themselves, sometimes leave much to be desired as they might be constructed in such a way that treatment is hampered. For example, mentally ill people are often placed in institutions where they come into contact with others who might be more disturbed, thus aggravating their illness. This would not take place if buildings were constructed in such a way as to permit segregation.

In the area of institutions, however, there are many social policy implications. Prisons and mental hospitals should be more than simply buildings to keep the criminals and the insane away from the general public. Their treatment is of utmost importance. Perhaps the

⁷⁹D. Perrin, "Personality Interaction in Correctional Treatment", M.S.U. Thesis, University of Toronto, 1963, Abstract, p. 1.

architectural design of these buildings should be changed to permit more adequate treatment. In this area, our attitudes toward social policy legislation should perhaps change. Thus, not only should mental institutions, for example, be designed so that people who are afflicted by various types of mental illnesses are kept away from each other but an even better solution to the problem would be smaller buildings, located away from each other, segregating mentally ill people even further. This would also help to remove the institutionalization stigma attached to these people, if these small buildings were designed so as not to look like institutions and would perhaps speed up their return in the community.

Dr. Grygier made the following suggestions concerning training schools. These are related to the above comments on institutions in general:

"Any expansion of training schools should involve small units, which are more effective even if their staff-pupil ratio is the same as in schools of standard size. If old houses in rural districts are used and children take advantage of local school systems, these units can be economical to operate. Group foster homes may provide an efficient form of this type of care."⁸⁰

Dr. Grygier's research thus came to conclusions which were already known, or at least felt by social

⁸⁰ T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 56.

workers in general. However, it would be the social worker's responsibility to push for changes in social policy legislation in this field, as the welfare of the individual is concerned here. If the institutions are too large, the institutionalized people tend to lose their individuality simply through lack of individual attention, accentuated by a feeling of being "lost in the crowd." This hinders the effectiveness of people concerned with treatment and Dr. Grygier's suggestions are thus important in this area of social work practice.

Throughout the report, Dr. Grygier mentions the negative effects of attaching derogatory labels such as "delinquent" on training school children, as well as others commonly characterized in this way. Practicing social workers will themselves sometimes make the mistake of labelling negatively the people with whom they are working. This may have a negative effect on the client's self-esteem, accentuating his pathology. Indirectly, Dr. Grygier is suggesting that for professional practicing people, including social workers, a certain optimism should be demonstrated toward their client population. This would in turn perhaps improve the outlook that people have of social workers and would perhaps discourage them to see social workers as people really interested in the improvement of society. Again the conviction of these people would be increased if social workers encouraged the change in social policy

attitudes in this field. This would involve the field of legislation. Laws define the terms "delinquent", "incorrigible". There is no doubt that people with the characteristics they define do exist in our society. However, there is no need to classify them in derogatory terms.

Dr. Grygier also suggested changes in the approach to family casework:

"Instead of female caseworkers concentrating on the social effectiveness of the mothers, we may need more male workers concentrating on the father. Even more important than the sex of the social worker may be his (or her) understanding of the interlocking pathology and of the need either to find and treat the father or to replace him."⁸¹

This suggestion implies aggressive casework on the part of social workers as in most cases presently women are more motivated to seek casework help. For example, in our last field placement at the Family and Children's Services, in London, it was noticed that in most cases, women referred themselves for help in marital counseling, and that there was much difficulty in getting the husbands motivated. This may mean that social workers will have to prove their effectiveness to the male population.

Another area in which Dr. Grygier placed

⁸¹T. Grygier, Social Adjustment, Personality and Behaviour in Training Schools in Ontario, (1966), p. 52.

great emphasis, was in stressing the importance of prevention rather than cure. Here again, this shows the need for social workers to be more aggressive in their approach. As has been mentioned previously, some of the institutions in which social workers find themselves are inadequate and it would thus be more advantageous if people, through an early diagnosis of the possibility of an approaching mental illness, due to some form of preventive program didn't find themselves obliged to go to these institutions in the first place.

In this area, there are important social policy implications as well. It would thus be necessary to change the emphasis in this area. However, this does not mean stressing one more than the other, as no matter how much prevention is stressed, there will always be people afflicted by some form of mental illness, who will have to be "cured". The public has become aware of the necessity for preventive programs in the case of medicine. However, it must also become aware of the same need in social legislation. Again it would be the responsibility of social workers to push for more emphasis on social legislation stressing prevention.

To summarize: there are important implications for social work practice, as well as in the field of social policy, in this report, not only from the clinical viewpoint, such as evidenced by the new outlook on

parental deprivation, but also from a broader viewpoint, which is in this case community organization. There is a trend now among social workers to move more and more in this direction, and it is hoped that the report will help this movement..

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